



WRITING PROCESS!

PLAN

Brainstorm possible topics to write about. Consider your **audience** and **purpose**, then make a graphic organizer to organize your ideas.

DRAFT

Write your ideas down in paragraph form. This step is sometimes called “sloppy copy” or “rough draft.”

REVISE

Read your draft and make changes to improve it. Use a thesaurus to help you choose precise words.

Replace, Add, Delete, and Reorder. (RADaR)

EDIT

Read your draft looking for errors in grammar, spelling, capitalization, and punctuation. Use a dictionary to check for spelling.

Fix the errors.

PUBLISH

Re-write your draft in your very neatest handwriting or type it. Share it with your audience! This is your final draft and it should be your best work.

6 (+1) Traits of Great Writing

Trait 1

Ideas and Content

As you begin your paper you generate ideas. Your ideas and content are the reasons for writing a paper. Every paper should convey a message and be easy to follow. You may want to do some brainstorming by making a list or a web. Some thoughts to get you going:

- What is my message and is it focused and clear?
- Did I include important details relevant to my topic?
- Did the reader learn something new?
- Is my paper interesting and easy to understand?
- Would I want to read my paper if I didn't have to?

Trait 2

Organization

Organizing your ideas helps a reader move through your paper in a meaningful way. Here are some things to keep in mind as you write your paper:

- Does my beginning hook my reader?
- Is my paper easy to follow? Did I choose the best way to organize my story?
- Do my ideas link to a main message?
- Do I have a strong conclusion that wraps up the story?

Trait 3

Voice

Your voice is what gives your writing personality, flavor, and style. Questions to think about as you write your paper:

- Can you tell I am enthusiastic about my topic?
- Does this writing sound like the way I talk?
- How do I want my readers to feel?
- Will my story hold my readers' attention? Will they actually want to hear more?

Trait 4

Sentence Fluency

Fluent writing has rhythm. Sentences vary in length and structure. It is easy and pleasurable to read. It is important to think about:

- Is my story easy to read?
- Do my sentences begin in different ways?
- Did I use some long and some short sentences?
- Does my paper sound smooth as I read it aloud to my group?

Trait 5

Word Choice

The specific words that you choose create images, capture a reader's attention and make your story memorable. Look at your paper and decide:

- Have I used some strong verbs or colorful phrases that grab my reader?
- Have I chosen the most precise words to describe things?
- Have I used any unique words?
- Did I repeat common words too many times?
- Will my readers be able to picture in their minds exactly what I want them to when reading my paper?

Trait 6

Conventions

You've finished your first draft. Now it is time to start editing for conventions. These include spelling, punctuation, grammar, capitalization and paragraphing. Proper uses of conventions make your story easy for others to read and make you look and sound educated. To begin editing ask yourself:

- Did I leave spaces between words and sentences?
- Did I use a title?
- Did I use correct punctuation (periods, exclamation marks, question marks, commas)?
- Did I use capital letters in the right places (beginning of sentences, and all proper nouns)?
- Have I proofread for correct spelling and grammar? (Use a dictionary)
- Have I indented any new paragraphs? Each paragraph should contain a separate and new idea. Also, make a new paragraph when using dialogue. Each new speaker should start a new paragraph.

Trait 7 (+1)

Presentation

Presentation combines both visual and textual elements. It is the way we exhibit or present our message on paper. Even if our ideas, words, and sentences are vivid, precise, and well constructed, the writing will not be inviting to read unless the guidelines of presentation are present. Some of those guidelines include: balance of white space with visuals and text, graphics, neatness, handwriting, font selection, borders, overall appearance. Think about examples of text and visual presentation in your environment. Which signs and billboards attract your attention? Why do you reach for one CD over another? All great writers are aware of the necessity of presentation, particularly technical writers who must include graphs, maps, and visual instructions along with their text. Presentation is key to a polished piece ready for publication.

WRITING MODES REFERENCE CHART

EXPOSITORY

Mode of writing that explains or informs.

Essay Checklist

- ☐ clear, concise, and defined thesis statement
- ☐ organized structure
- ☐ strong introduction
- ☐ specific supporting details
- ☐ strong conclusion
- ☐ purposeful and precise word choice
- ☐ varied sentence structure

PERSONAL NARRATIVE

Mode of writing that tells a story about a personal experience.

Essay Checklist

- ☐ narrow, clearly defined focus
- ☐ logical sequence
- ☐ strong introduction
- ☐ interesting details:
 - ☐ character description
 - ☐ dialogue
 - ☐ setting description
- ☐ strong conclusion
- ☐ purposeful and precise word choice
- ☐ varied sentence structure

PERSUASIVE

Mode of writing that tries to convince or persuade the reader to think the way that the writer does.

Essay Checklist

- ☐ clear, concise, and defined thesis statement
- ☐ organized structure
- ☐ strong introduction
- ☐ well-developed argument with strong evidential support
- ☐ strong conclusion
- ☐ purposeful and precise word choice
- ☐ varied sentence structure

LITERARY

Mode of writing that expresses feelings and ideas. This mode may describe things that are fiction.

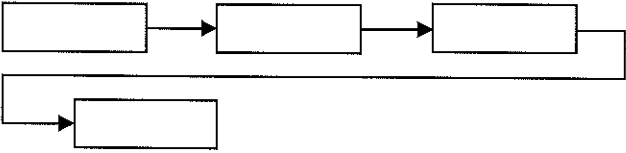
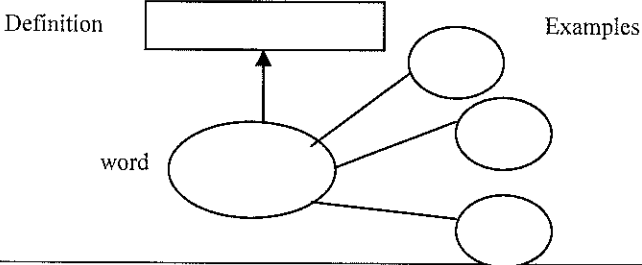
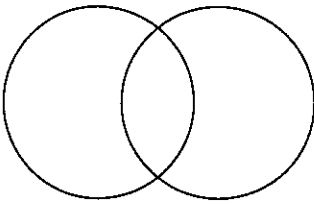
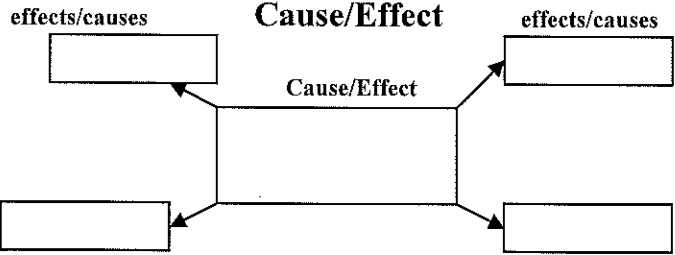
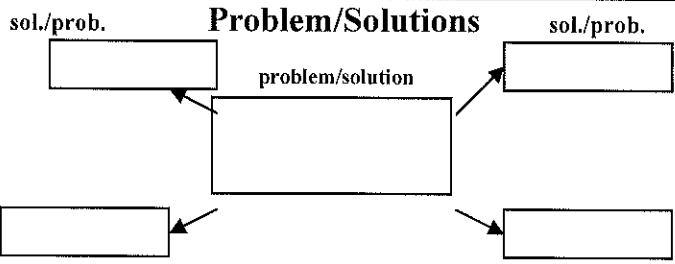
imaginative stories

- ☐ defined focus, plot, and point of view
- ☐ sustains reader interest
- ☐ well-paced action
- ☐ engaging story line
- ☐ specific setting through sensory details
- ☐ dialogue
- ☐ interesting characters
- ☐ range of literary strategies/devices

poetry

- ☐ poetic techniques, figurative language, graphic elements

Organizational Patterns

Pattern	Description
<p style="text-align: center;">Sequence/Time Order</p> 	<ul style="list-style-type: none"> Sequence pattern presents a list and the order is significant; could be a chronological listing of events over time Also known as a process or series Transitions or signal words that may indicate a sequence pattern: <i>during, after, first, last, steps, stages, progression</i>
<p style="text-align: center;">Definition/Example</p> 	<ul style="list-style-type: none"> Definition pattern presents the meaning of an important term and usually follows with one or more examples Signal words could be <i>or, in other words, that is</i> Punctuation marks may signal a definition pattern: comma (,), parenthesis (), brackets [], dashes (-), colons (:))
<p style="text-align: center;">Compare/Contrast</p> 	<ul style="list-style-type: none"> Compare/contrast pattern presents similarities (comparisons) between two or more things, differences (contrasts) between two or more things, or both. Also known as ideas in opposition Signal words could be <i>similarly, likewise, on the other hand, unlike, advantages/disadvantages, assets/liabilities</i>
<p style="text-align: center;">Cause/Effect</p> 	<ul style="list-style-type: none"> Cause/effect pattern presents reasons (causes) and results (effects) of events or conditions Writers sometimes use these words to indicate a cause: <i>because, the reasons, is due to, caused by</i> and these words to indicate an effect(s): <i>therefore, the results, consequently, as a result</i>
<p style="text-align: center;">Problem/Solutions</p> 	<ul style="list-style-type: none"> The problem/solution pattern discusses a particular dilemma and then sets about to offer a solution; Writers may use a variety of signal words such as: <i>because of, since, due to, consequently</i>
<p style="text-align: center;">Mixed Pattern</p>	<ul style="list-style-type: none"> A mixed pattern can be a combination of any two or more patterns within a paragraph or passage A mixed pattern is chosen for emphasis and to effectively develop a point or topic

REVISE WITH RADAR STRATEGY

Before submitting a composition written in response to a test prompt, use the RADaR strategy to focus the revision of your draft. RADaR is an effective tool for improving a draft and achieving better test results.

The letters R, A, D, and R will help you remember to:

- **Replace**
- **Add**
- **Delete**
and
- **Reorder**

This chart shows specific ways you can strengthen a composition by replacing, adding, deleting, and reordering text.

R	A	D and	R
Replace ... <ul style="list-style-type: none">• Words that are not specific• Words that are overused• Sentences that are unclear <i>A thesaurus can be very helpful for this step.</i>	Add ... <ul style="list-style-type: none">• New details• Descriptive adjectives and adverbs• Rhetorical and literary devices <i>A thesaurus can be very helpful for this step.</i>	Delete ... <ul style="list-style-type: none">• Unrelated ideas• Repeated ideas• Unnecessary ideas• Repeated words and phrases	Reorder ... <ul style="list-style-type: none">• So that your ideas are ordered effectively• So that the logical flow of your ideas is improved• So that details are connected to related main ideas

CATHARSIS

-a purging of emotion-

-to release emotion in an intense way-

THE 4 ESSAY WILL MAKE YOU..

1. Laugh Out Loud!

-To make the reader laugh out loud by using humor, irony, sarcasm, or etc...

LOL!



2. CRY

To have EMPATHY for another person

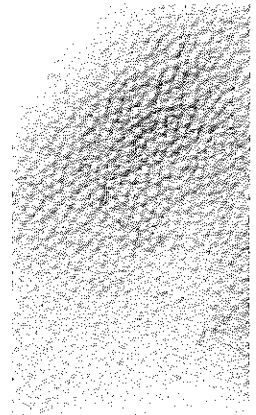
To make the reader empathize or have compassion for your character

3. Get **GOOSEBUMPS**

(not the scary kind)

-to leave your reader thinking about larger than life concepts

-to hit your readers with a thought that makes them realize life outside of just themselves



Connections to a **UNIVERSAL THEME** or
Humanity

	Content	Organization	Voice	Sentence Fluency	Word Choice	Conventions	Presentation
4	<ul style="list-style-type: none"> Goose-bumps LOL Aww... 	<ul style="list-style-type: none"> Paragraphs are purposefully arranged to evoke catharsis. Opening and concluding paragraphs are "bookended" Conclusion connects to humanity or a universal theme 	<ul style="list-style-type: none"> Voice and personality are unique, intense, and play a large part of the catharsis. 	<ul style="list-style-type: none"> Uses a variety of advanced sentence structures with correct punctuation Knows how to play each sentence type especially the simple sentence, for the purpose of voice Phrases are used in sentences for the direct purpose of voice and catharsis. 	<ul style="list-style-type: none"> Uses many well-played Sadlier or higher level words Uses figurative language to add to voice and catharsis without sounding cliché Uses sensory detail (Delicious Describers) Plays with sound effect words in sentences Has themed verbs and adjectives 	<ul style="list-style-type: none"> Flawless or almost flawless Forgivable errors are caused by grammatical structures attempted above grade level 	<ul style="list-style-type: none"> Readable and non-distracting May be in a unique format (Do not attempt without the green light from me)
3	<ul style="list-style-type: none"> Enjoyable Interesting Perfect 	<ul style="list-style-type: none"> All 5 rules of paragraphing are followed. Advanced and meaningful transitions and transitional phrases are used. Conclusion connects to humanity or a universal theme, but is short of catharsis 	<ul style="list-style-type: none"> Voice and personality are present and consistent throughout essay 	<ul style="list-style-type: none"> Uses a variety of sentence structures and has a firm grasp on the punctuation of those sentences Some sentences use adverbial, adjectival, prepositional, and/or appositive phrases to add clarity and richness to sentences Uses dialogue to emphasize character 	<ul style="list-style-type: none"> Uses several Sadlier or higher level words Uses figurative language Uses sensory detail (Delicious Describers) Uses some sound effect words 	<ul style="list-style-type: none"> A few minor grammar errors Elementary level errors are usually unforgivable for a 3 	<ul style="list-style-type: none"> Readable and non-distracting Letters may be curvier than a 2's letters (Based on NEA studies)
2	<ul style="list-style-type: none"> Well written, but boring Readable, but boring 	<ul style="list-style-type: none"> Organized into paragraphs. Paragraphs are on topic and do not mix topics. Basic transitions are used. 	<ul style="list-style-type: none"> Voice is present, but inconsistent Voice is only detected in a small amount of the essay Voice may sound silly or cliché 	<ul style="list-style-type: none"> Uses a variety of sentence structures, but lacks correct punctuation within sentences. Only one or two types of sentence structures are used. May contain dialogue, but is played without emphasis 	<ul style="list-style-type: none"> May contain elementary level words May use some higher level words, but seem desperate in use Figurative language is cliché or desperate Sound effect words are simplified, used desperately and may or may not have any contextual value 	<ul style="list-style-type: none"> Several grammar errors, but errors do NOT interfere with understanding 	<ul style="list-style-type: none"> Readable and non-distracting Letter formations may seem straighter or sloppier (Based on NEA studies)
1	<ul style="list-style-type: none"> Zzzz... Huh? Where's the rest of it? 	<ul style="list-style-type: none"> Not organized into paragraphs Paragraphs are present, but mix ideas Has a paragraph that is mostly off topic Uses outright introductions of topics as transitions 	<ul style="list-style-type: none"> No personality or voice detected Voice and personality resemble that of an elementary student 	<ul style="list-style-type: none"> Sentence structures are mostly simple Repetitive sentence structures There are sentences that the reader can't determine the meaning of Words are carelessly left out of sentences Dialogues may be a mess 	<ul style="list-style-type: none"> Many "No-No" or elementary words are used 	<ul style="list-style-type: none"> Grammar errors interfere with understanding in one or more sentences Contains elementary level errors in almost every sentence 	<ul style="list-style-type: none"> Handwriting might interfere with understanding Handwriting, awkward spacing, or not left justifying is distracting to the reader
0	<ul style="list-style-type: none"> Off Topic Nothing Written 	<ul style="list-style-type: none"> Off Topic 	<ul style="list-style-type: none"> Off Topic 	<ul style="list-style-type: none"> Reader can't determine the meaning of any sentence 	<ul style="list-style-type: none"> Written in a foreign language outside of dialogue 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Middle-School Rubric for Narrative Writing

Name _____

	My Score	Teacher Score	points	grade	Total Score:
Organization & Progression (On Topic, Flows Smoothly)			12	100	
The introduction and conclusion are engaging and appropriate, and every part of the paper is on topic. Sentences and paragraphs flow smoothly, with every detail adding to the quality of the narrative.	4	4	11	94	
			10	88	
			9	82	
The introduction and conclusion add to the paper, and most of the paper is on topic. Most sentences and paragraphs include effective transitions, and most of the details support the focus of the paper.	3	3	8	76	Grade:
			7	70	
			6	64	
			5	58	
The introduction and conclusion are weak, and sometimes the paper is not on topic. Few transitions are included, and some points are not relevant and don't really contribute to the focus of the paper.	2	2	4	52	
The introduction or conclusion are missing, and the paper is often off topic. Sentences are choppy, and paragraphs are disjointed. There is repetition and unnecessary wordiness.	1	1			Notes:
Development of Ideas (Details & Elaboration)					
Imaginative and creative use of details and elaboration that effectively supports the important ideas in the paper.	4	4			
Some details and elaboration help to support important ideas in the paper.	3	3			
Details are present, but they don't really support the important ideas. Details are often unnatural and disconnected.	2	2			
Very few details are present, and no information is given to support the important ideas.	1	1			
Use of Language / Conventions & Grammar					
Writer's voice and personality is evident, and writer's word choice and language is vivid and expressive. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.	4	4			
Writer's style is mostly effective and appropriate, and parts of the paper are expressive and engaging. Writer shows moderate command of grammar with occasional spelling and grammar mistakes.	3	3			
Writing is formulaic and simple with no varied sentence structure or expressive language. Writer makes many mistakes that 7th grade students should not be making.	2	2			
Writing is very confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes.	1	1			

Middle-School Rubric for Expository Writing

Name _____

Expository Writing		My Score	Teacher Score				
Organization & Progression (On Topic, Flows Smoothly)				points	grade	Total Score:	
The introduction and conclusion establish the controlling idea, and every part of the paper supports that controlling idea. Ideas in the paper are logically organized and presented in a way that clearly supports the controlling idea.		4	4	12	100		
The controlling idea of the paper is fairly clear, but is presented in a formulaic manner. Ideas in the paper are mostly logical, although at times the organizational structure of the paper is weak.		3	3	11	94		
The paper contains a controlling idea, but it is not clear and focused. The ideas are not presented in a logical manner, and the organizational structure of the paper is often confusing.		2	2	10	88		
The controlling idea of the paper is not clear at all, and the paper is often off topic. There is no organizational structure in the way the ideas are presented in the paper.		1	1	9	82	Grade:	
Development of Ideas (Details & Elaboration)				8	76		
Very clear and well-presented facts and details clearly and consistently support the controlling idea of the paper.		4	4	7	70		
Facts and details are provided to support the controlling idea, but important information is either unclear or left out.		3	3	6	64		
Facts and details are present, but they don't really support the controlling idea. Facts and details are often formulaic.		2	2	5	58	Notes:	
Very few facts or details present in the paper. No evidence to support the controlling idea is provided.		1	1	4	52		
Use of Language / Conventions & Grammar							
Writer's word choice and language is clear, concise, and appropriate to the expository writing task. Writer shows consistent command of grammar with only minor punctuation or spelling mistakes.		4	4				
Writer's word choice and language is mostly clear and unambiguous, and the tone of the paper is appropriate. Writer shows moderate command of grammar with occasional spelling and grammar mistakes.		3	3				
Writing is formulaic and simple, and the tone is not appropriate to the expository writing task. Writer makes many mistakes that 7th grade students should not be making.		2	2				
Writing is vague and confusing. Sentences are simple and awkward. Writer makes many grammar and spelling mistakes.		1	1				